DOCUMENT RESUME

ED 228 454 CE 035 590

TITLE	Planning Vocational Home Economics Programs for Secondary Schools.
INSTITUTION	California State Dept. of Education, Sacramento. Bureau of Publications.
PUB DATE	83
NOTE	32p.; Prepared under the direction of the Home Economics Education Programs Staff.
AVAILABLE FROM	Publications Sales, California Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.75).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; Child Care Occupations; Child Rearing; Clothing Instruction; *Consumer Education; Cooks; Course Descriptions; Curriculum Development; Curriculum Guides; Day Care; Family Life Education; Food Service; Foods Instruction; *Home Economics; *Home Economics Skills; *Homemaking Skills; Home Management; Housekeepers; Housing; Needle Trades; Nutrition Instruction; *Occupational Home Economics; Parenthood Education; Program Development; Secondary Education; Textiles Instruction
IDENTIFIERS	*Home Economics Related Occupations

ABSTRACT

Designed to assist teachers and administrators in developing curricula for secondary vocational home economics programs, this publication provides materials for the two programs that comprise vocational home economics education--consumer and homemaking education (CHE) and home economics related occupations (HERO) programs. The CHE program is presented in course outlines for seven content areas: child development, care, and guidance; clothing and textiles: consumer education; family living and parenthood; food and nutrition; home management; and housing, home management, home furnishings, and equipment. An objective for each course is also indicated. The HERO program is presented in narrative form. A checklist of procedures to be followed in developing a HERO program curriculum is followed by a complete listing of the HERO program code areas: child care and guidance management and services; clothing, apparel, and textiles management, production, and services; food production, management, and services; home furnishings and equipment management, production, and services; and institutional, home management, and supporting services. (YLB)

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Planning Vocational Home Economics Programs for Secondary Schools

Prepared under the direction of the
Home Economics Education Programs Staff

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This publication, which was edited and prepared for photo-offset production by the Bureau of Publications, California State Department of Education, was published by the Department, 721 Capitol Mall, Sacramento, CA 95814.

Printed by the Office of State Printing and distributed under the provisions of the Library Distribution Act

1983

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Preface

Each individual faces a future of constant change. Technological advances are causing dramatic changes in the way students are prepared for the workplace and for managing their lives and homes. In order for vocational home economics to be responsive to the needs of young people, instructional programs must reflect the consequences of dwindling natural resources, a rising median age of the population, fluctuating family patterns, and changing goals of young people.

Home economics educators continually must evaluate the curriculum to ensure that it meets the needs of students and reflects the changing society. Curriculum development is an ongoing challenge. The Home Economics Education Programs staff has prepared this material to assist you in meeting this challenge.

We wish you well in your endeavors as you prepare young people to live in tomorrow's world.

JAMES R. SMITH
Deputy Superintendent for Programs

M. CATHERINE WELSH
Manager, Home Economics Education Programs

Introduction

Programs in vocational home economics education prepare youths and adults, both male and female, for (1) nonpaid employment in the occupation of homemaking through consumer and homemaking education; and (2) paid employment in occupations which utilize home economics knowledge and skills through home economics related occupations.

Both programs include Future Homemakers of America-Home Economics Related Occupations (FHA/HERO) leadership activities as an integral part of instruction to expand and reinforce learning experiences.

This publication is designed to assist teachers and administrators in developing curricula for vocational home economics programs.

The codes listed by content areas are taken from official documents. The 09.01 codes (CHE) and 09.02 codes (HERO) are from *Vocational Education and Occupations,* U.S.O.E., and have been in use since 1969. The 20.01 codes (CHE) and 20.0X codes (HERO) are from *A Classification of Instructional Programs,* U.S.D.E (issued in 1981), and are in the process of transition.

Quality vocational home economics education programs are composed of consumer and homemaking education (CHE) and home economics related occupations (HERO) programs plus FHA-HERO activities. In this publication the CHE program is presented in course outlines and the HERO program is presented in narrative form. The FHA-HERO activities may be used to broaden classroom instruction in all home economics programs.

Consumer and Homemaking Education

The consumer and homemaking education (CHE) program focuses on the development of skills, knowledge, attitudes, and essential competencies which directly affect individual and family life management and which individuals need in order to function effectively as family and community members. The program encompasses seven content areas and emphasizes the interrelationships among them. Instruction is provided in the following areas:

- Child Development, Care, and Guidance—20.0102 (09.0102)
- Clothing and Textiles—20.0103 (09.0103)
- Consumer Education—20.0104 (09.0104)
- Family Living and Parenthood—20.0107 (09.0106)
- Food and Nutrition—20.0108 (09.0107)
- Home Management—20.0109 (09.0108)
- Housing, Home Management, Home Furnishings, and Equipment—20.0110 (09.0109)

Research has identified essential components for the occupation of homemaking. The identified components should be included in all comprehensive consumer and homemaking education (CHE) programs. Topical outlines for CHE have been developed to assist home economics teachers in selecting the most basic and fundamental content for each area. The topics listed are essential for quality programs. Comprehensive programs should include items which are preceded by an asterisk (*) in each of the content areas. The items with an asterisk should be included in the objectives for the CHE course.

Those items that are preceded by the symbol (-M-) in the content outlines are resource management components. Topics related to management have been identified in each content area. If a separate course on management is to be offered, the items identified with an (-M-) in each content area should be included in the objectives for the course.

The order of items in the content area outlines was developed as a possible sequence of components and may be followed as written or rearranged in some other order.

Course outlines should be reviewed periodically to validate that the CHE content and objectives do reflect identified student needs and essential living skills.

The content area outlines included in this publication may be used for:

- Planning new programs
- Updating current course outlines
- Evaluating CHE department offerings
- Developing a comprehensive (core) CHE class

Home Economics Related Occupations

The home economics related occupations (HERO) programs focus on (1) the development of a positive attitude about the dignity of work; (2) the responsibilities of employees and employers; and (3) the development of skills and competencies necessary to function as productive and efficient employees in the following occupational areas:

- Child Care and Guidance Management and Services—20.02
- Clothing, Apparel, and Textiles Management, Production, and Services—20.03
- Food Production, Management, and Services—20.04
- Home Furnishings and Equipment Management, Production, and Services—20.05
- Institutional, Home Management, and Supporting Services—20.06
- Occupational Preparation (other)

Course outlines have not been developed for HERO programs. Each curriculum for a HERO program is based on one or more specific job titles. Variation may occur within the six-digit code areas, depending on the needs of the community.

In the instructional programs for consumer and homemaking education (CHE) and HERO, students learn skills in the content areas of vocational home economics. The uniqueness of each program is in the focus of instruction.

The family-oriented CHE program emphasizes the relationship of a well-ordered, quality family life to a productive, satisfying work life, whereas HERO programs emphasize knowledge and skills related to paid employment in the content areas. The same concepts and applications basic to preparation for the occupation of homemaking are basic to the home economics occupations classified as paid employment. The same principles are taught in food and nutrition for the homemaker as for the food service worker; the same clothing principles can be used by the homemaker that are used in the apparel industry; and the same human development, care, and guidance principles apply in child care services and the care services of the elderly and handicapped as in caring for one's own family.

The difference in the two programs lies in the setting, the instructional objectives, the level of competence and responsibility required, and the scope of operation. This overlap remains a strength and a link between programs that prepare students for paid employment and for the occupation of homemaking.

Future Homemakers of America-Home Economics Related Occupations (FHA-HERO)

Teachers can strengthen the CHE and HERO programs by utilizing FHA-HERO activities as part of the teaching strategy. A variety of FHA-HERO activities and strategies should be included to encompass the following FHA-HERO areas of emphasis:

- Personal growth experiences
- Leadership development
- Competitive recognition activities
- Career exploration and occupational preparation
- Community outreach

20.0102 (09.0102)

Child Development, Care, and Guidance

The objective of the Child Development, Care, and Guidance instructional program is to prepare individuals to understand the physical, mental, emotional, and social growth and development of children, as well as their care and guidance. The program draws on aspects of the social and biological sciences of which home economics is a component. Observation and actual experiences with children and their parents are integral parts of the program.

Instruct individuals in the development, care, and guidance of children.

A. Qualities of a Potential Parent

1. Self-esteem
*2. Self and others
   - Peer acceptance
   - Understanding feelings and rights of others
   - Accepting responsibility

(-M-) 3. Self-direction
   - Control and coping
   - Decision making and setting realistic goals
   - Accepting responsibility for own actions

B. Responsibility of Caring for a Child

1. Serving as a role model (sex stereotyping)
(-M-) 2. Financial obligation
3. Emotional maturity
(-M-) 4. Demand on time and energy (life focus change)

C. Prenatal-Postnatal Care

*1. Pregnancy (fetal development)
2. Provisions for optimal health and nutrition
3. Delivery
   - Home
   - Hospital
4. Bonding of family members

D. Developmental Tasks of Children

*1. Understanding developmental tasks
   - Physical
   - Social
   - Intellectual
   - Emotional/psychological
2. Enhancing developmental tasks through enrichment activities
   - Provided by the parent
   - Appropriate for specific age child

E. Communicating with Children

1. Using verbal communication
   - Listening to children
   - Giving directions
   - Allowing the child to be independent and creative
2. Using nonverbal communication
   - Children's art interpretation
   - Music and dance
   - Body language
3. Encouraging language development

*4. Developing self-discipline
   - Gaining cooperation of children
   - Administering consistent supervision
   - Providing distractions or redirection
   - Using positive reinforcement

F. Nutrition, Safety, and Health Concerns

1. Learning about nutrition
2. Practicing safety (accident prevention)

(-M-) 3. Being aware of health concerns
   - Immunization and preventive care
   - Health records
   - Care during illness

*4. Preventing child abuse and neglect

(-M-) 5. Creating a safe and healthful environment

G. Exceptional Child

*1. Learning about the prevention of birth defects
   - Impact of environment
   - Heredity

2. Evaluating special needs of children
   - Handicapped
   - Gifted and talented

H. Guiding and Caring for Children

(-M-) 1. Identifying child care options
   - Babysitting
   - Cooperative nursery school
   - Day care
   - Nursery school

2. Providing laboratory experiences with young children

(-M-)*3. Helping children in crisis situations
   - Divorce
   - Death
   - Fears
   - Natural disasters
   - Accidents

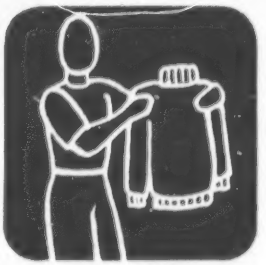
(-M-)I. Community Resources and Agencies

J. Careers Working with Children

20.0103 (09.0103)

Clothing and Textiles

The objective of the Clothing and Textiles instructional program is to prepare individuals to understand the social, psychological, and physiological aspects of clothing and textiles. Instruction is given in the nature, acquisition, and use of clothing and textile products; the selection, construction, maintenance, and alteration of clothing and textile products; and the effect of consumer choices on the individual and family as well as the clothing and textile industry.



Teach individuals in the selection, use, and care of clothing and textiles.

A. Effects on Consumer Choice

1. Advertising
2. Style versus fad
3. Media

B. Selection of Clothing

1. Needs versus wants
*2. Factors that influence choices in clothing
   - Social/role identification
   - Psychological impact of clothing choices
   - Physical characteristics of fiber and textile care
(-M-) - Consumer aspects of clothing selection
   - Appropriate dress
   - Enhancement of self-image

(-M-) 3. Energy conservation and practices

C. Use, Care, and Maintenance of Textile Products

*1. Fiber characteristics (synthetic and natural)
   - Laundry, dry cleaning, spot removal
   - Labels and regulation

(-M-)*2. Comparison of textiles for use with various products (textile construction)

3. Examination of construction of items and cost comparison (quality and durability)
4. Other factors that influence selection of textile products

D. Construction of Textile Items for Clothing and for Use in the Home

(-M-)*1. Resource management (purchase versus construct)
   - Time
   - Energy
   - Cost

2. Clothing construction
   - Use of patterns
   - Simplified construction techniques
   - Use of sewing machine

3. Home furnishings construction

(-M-)*4. Repair, recycling, and alteration of clothing and textile products

E. Careers Related to Clothing and Textiles

20.0104 (09.0104)

Consumer Education

Help individuals to become intelligent consumers in the marketplace and in the community.

The objective of the Consumer Education instructional program is to prepare individuals to understand the values, needs, wants, goals, and resources that enable youth and adults to make rational decisions that contribute to family stability and quality of life. Instruction is given in budgeting and spending plans, use of credit, savings, investments, taxes, consumer buying, and consumer rights and responsibilities.

A. The Individual Consumer

1. Current consumer issues
   - Local
   - National
   - International

(-M-)*2. Life-styles and combined roles
   - Personal and family goals
   - Values
   - Needs versus wants
   - Available resources

*3. Problems of the young consumer
   - Complex marketplace
   - Advertising and the media
   - Peer pressure and self-concept

(-M-)
   - The decision-making process
     - Perception of needs within available resources
     - Decision making in the use of consumer resources
     - Sequential dependence of one choice upon preceding choices
     - Achievement of goals

4. Personal and family goals (estate planning)
5. Societal and environmental considerations
   - World population impact

(-M-)
   - Natural resources
   - Reassessment of consumer practices

(-M-)
   - Use of leisure time

(-M-) B. The Consumer in the Marketplace

*1. Personal money management
   - Career choice versus income
   - Spending your money wisely (budgeting and recordkeeping)
   - Financial services
   - Alternatives to banking services
   - Saving and investing
   - Insurance

2. Credit and borrowing
   - How to establish credit
     - Teens and credit
     - Women and credit
   - Forms of credit available
     - Charge accounts
     - Credit cards

- Installment buying
- Evaluating credit terms (cost limits)
- Responsibilities related to credit
  - Credit contracts
  - Credit rating
- State and federal laws regulating credit
- Alternatives to the use of credit

*3. Consumer competencies and skills
- Effective shopping practices
  - Informed choices
  - Basic necessities
- Evaluating retail operations
  - Services
  - Merchandise
  - Special offers
- Using advertising constructively
- Product information
  - Guaranties and warranties
  - Labeling

C. The Consumer in the Community

1. Consumer rights and responsibilities
   *• Consumer complaints
     - Basis for complaints
     - Recourse and reporting
     - Small claims court
   - Individual responsibilities
     - Voting
     - Taxes
   - Ethical behavior
2. Consumer protection (protective and regulatory agencies and services)
   - Governmental agencies
   - Consumer advocates
   - Volunteer groups
   - Public and private testing agencies
   - Safety and performance standards
3. Community services, resources, and agencies
   - Health departments
   - Social welfare agencies
   - Recreation and education departments

(-M-) • Volunteer groups

(-M-) 4. Interrelationship of goods, services, and money

D. Careers Related to Consumer Education

20.0107 (09.0106)

Family Living and Parenthood

Prepare individuals for family living and parenthood.

The objective of the Family Living and Parenthood instructional program is to prepare individuals to understand the nature, function, and significance of human relations within the family or individual units. Instruction is given in the concepts and principles related to various family living conditions; the establishment and maintenance of relationships; and the preparation for marriage, parenthood, and family life. Emphasis is placed on the uniqueness of families and individuals, the development and socialization of the individuals, and the needs and interests of individuals and family members.

A. The Family

1. Meaning of the family
   - Types of families
   - Groups functioning as family units
   - Needs of family members in various stages of the family life cycle

B. Family Life Education

*1. Preparation for marriage
   - Maturity
   - Dating
   - Partner selection
   - Role expectation

*2. Preparation for parenthood

(-M-) 3. Contemporary life-styles and effects on families
   - Changing roles and responsibilities
   - Single-parent families
   - Childless families
   - Working parents
   - Dissolution of marriage and its effect on families
   - Group families
   - Needs/problems of aged

C. Significance and Functions of Families

1. Developing goal selection and decision-making skills
2. Attitudes and values
3. Quality of life
4. Contributions of the family to society
5. Maximizing the individual's potential
6. Socialization of the individual

D. Parenting

*1. Self-actualization
   - Love
   - Bonding of family members
   - Nurturing

- Security
- Support groups
- Feelings of belonging
- Role modeling

2. Parenthood and its effect on the individual
3. Support systems
   - Extended family
   - Family members

E. Family Relationships and Parenthood Education

*1. Role of family in development of interpersonal relationships
   - Interpersonal relationship skills
   - Interpersonal relationship skills for the world of work
(-M-) - Effective communications
     - Verbal
     - Nonverbal
     - Active listening
   - Dealing with emotions
2. Parent relationships
(-M-)*3. Relationships between individual and family members
   - Sharing responsibility of caring for family members
   - Birth position in family
   - Sibling relationships
   - Parent-child relationships
   - Extended family
   - Family members with special needs

(-M-) *F. Crisis Management (Stress Management and Conflict Resolution)

1. Divorce
2. Incarceration
3. Death and dying
4. Economic disadvantage
5. Alcohol and drugs
6. Illness
7. Abuse
8. Displaced homemaker
9. Handicapped

G. Social, Cultural, and Economic Influences on Families

(-M-) 1. Consumer aspects
   - Living costs
   - Family income
2. Culture
3. Community
4. Media (communications) and its effect on families

(-M-) H. Community Resources

(-M-) 1. Use of services and resources (free and inexpensive community resources)
(-M-) 2. Agencies assisting families

I. Career Opportunities in Family Living and Parenthood Education

20.0108 (09.0107)

Food and Nutrition

Instruct individuals in the principles of nutrition and food management.

The objective of the Foods and Nutrition instructional program is to prepare individuals to understand the principles of nutrition. Instruction is given in the relationship of nutrition to health and well-being; the selection, preparation, and care of food; meal management to meet individual and family food needs and patterns of living; good economics and ecology; and optimal use of the food dollar.

*A. Nutrition and Life Processes

*1. Science of nutrition
- Basic nutrients
- Functions and sources
- Metabolism

*2. Guides to selecting a balanced diet
- U.S. RDA
- Nutrient density
- Dietary goals

*3. Nutrition and human development
- Adolescents and teenagers (iron anemia, dental caries, and obesity)
- Other stages of the life cycle (prenatal, postnatal, childhood, and elderly)
- Athletics

(-M-) B. Planning, Preparing, and Serving Nutritious Meals

(-M-)*1. Meal planning and food selection
- Recipe selection based on nutritional needs (life-style, life cycle, occasion, food availability, cost, and nutrient density)

(-M-)*2. Food handling and preparation
- Preparation of foods from the U.S. Department of Agriculture food guide for nutrient retention (emphasis upon whole meal concept, mini meals, and snacks)
- Management of time, energy, and resources (avoiding food waste)
- Use of convenience foods (fast foods)
- Safety and health practices

(-M-)*3. Meal service and etiquette

C. Physical Fitness and Food

*1. Exercise and rest for fitness
*2. Weight control
3. Food facts and fallacies
- Evaluation of diets
- Health foods, organic foods, natural foods, and so forth

4. Special health conditions
5. Malnutrition

D. Food Habits and Choices Affecting Individuals and Families

*1. Personal preferences and food habits
*2. Economic considerations
*3. Social and cultural considerations
*4. Ethnic considerations
*5. Life-style/life-cycle considerations
*6. Religious considerations
*7. Regional considerations

E. Consumer Competencies

(-M-) 1. Effective shopping for food (labeling, advertising, product and cost comparison, unit pricing, store comparisons, and additives)
2. Government food programs
3. Agencies
   - Protection
   - Regulatory
   - Community

F. Food Preservation

1. Drying, freezing, canning, and so forth
2. Safe food preservation techniques
3. Storage and storage life
4. Reconstitution and use

(-M-) G. Planning and Organizing Kitchen Areas

(-M-) 1. Organization of work centers
(-M-) 2. Safety
(-M-) 3. Sanitation
(-M-) 4. Selection, use, and care of basic equipment

H. Careers in Foods and Nutrition

20.0109 (09.0108)

Home Management

Instruct individuals in the principles of home management.

The objective of the Home Management instructional program is to prepare individuals to understand the establishment and maintenance of a satisfying home and family life, including decision making regarding human and nonhuman resources. Instruction is given in the societal and economic influences on individual and family management; values, goals and standards; family economics; and the organization of activities in the home as a means of successfully combining the roles of homemaker and wage earner.

The concepts and competencies related to Home Management permeate most decisions and tasks related to the occupation of homemaking. Therefore, management is an important part of all courses which comprise the CHE program.

The teacher may choose to teach Home Management by using one of the following options:

- Items preceded by an (-M-) in the following section may be taught in each content area as indicated on the topical outlines.
- Items preceded by an (-M-) may be pulled out of the outline where they appear and combined in a Home Management course.
- A combination of the two options may be used.

Home Management must be included as a component of the CHE program. Local needs and resources will determine how the objectives are included in an individual program.

20.0110 (09.0109)

Housing, Home Management, Home Furnishings, and Equipment

Show individuals how they can create a desirable living environment.

The objective of the Housing, Home Management, Home Furnishings, and Equipment instructional program is to prepare individuals to understand the physical, psychological, and social influences pertaining to complex housing decisions required for creating a desirable living environment. Instruction is given in the human and environmental factors influencing the form and use of housing; the varied types of housing; costs; exterior and interior design; home furnishings and equipment; and the selection, use, and care of available resources for achieving improved living space to meet individual and family needs.

(-M-) A. Decision-Making Skills

1. Steps involved in decision making
2. Factors that influence housing and home management decisions

B. Selecting a Home

1. Housing options and alternatives

(-M-)*2. Factors that influence selection (constraints and priorities)
- Income
- Values and life-style
- Barriers to handicapped
- Mobility
- Age
- Size
- Availability
- Life cycle
- Children
- Community

3. Contracts
- Rents
- Leases
- Subsidized housing
- Financing
- Mortgages

(-M-) 4. Budgeting for housing and related costs
- Fixed costs
- Variable costs
- Recurring costs
  - Taxes
  - Insurance
  - Maintenance

*3. Apartment living
(-M-) • Financial considerations
(-M-) • Delineation of duties and responsibilities
• Compatibility
• Rights and consideration

C. Rights of Self and Others

*1. Landlord and tenant rights and responsibilities
2. Owner rights and responsibilities
3. Consideration for others
• Neighbors
• Noise and nuisances
4. Consumer protection agencies (Office of Housing Authority)

D. Utilization of Space

(-M-)*1. Meeting individual and family needs
• Consideration for other family members
• Privacy
• Efficient and maximum use of space
• Human needs and home design
• Psychological and social effects of space
2. Design principles

E. Furnishings and Equipment

1. Factors that influence equipment and furnishings
• Needs
• Wants
• Life-style
• Space
• Income
(-M-)*2. Factors that influence selection
• Remodeling to accommodate installation
• Warranties
• Energy efficiency
• Aesthetic considerations
• Basic equipment and furnishings
• Economic considerations
• Prioritizing purchases
(-M-) 3. Buying, renting, leasing, or constructing furniture
(-M-) 4. Maintenance, care, and repair
(-M-) 5. Refinishing and used furnishings

(-M-) F. Home Repair and Maintenance

*1. Care, repair, and beautification
• "Do it yourself"
• Bartering and exchanging of skills and services
• Community resources
2. Selection of products and services
3. Cleaning and home care products (management of time and energy)
4. Creating and adapting a safe home environment

G. Resource Conservation

1. Awareness and responsibility for limited resources
   - Ecology
   - Rights of others

(-M-)*2. Utilization of energy-saving techniques

H. Community Resources (Agencies That Assist Families)

1. Housing and Community Development
2. Department of Rehabilitation
3. Housing and Urban Development
4. Department of Aging

I. Crisis, Interim, and Alternative Housing Considerations

1. Emergency housing
   - Flood
   - Fire
   - Earthquake
   - Abuse

(-M-) 2. Personal, family, and job-related housing decisions
   - Divorce
   - Loss of job
   - Death
   - Size of family
   - Promotion
   - Military
   - Abuse

J. Careers Related to Housing, Home Management, and Home Furnishing and Equipment

20.0XXX (09.02)

Home Economics Related Occupations (HERO)

Help individuals acquire the competencies needed for various occupations related to home economics.

The objective of home economics related occupations (HERO) instructional programs is to help individuals acquire the competencies needed to secure and hold an entry-level job and/or prepare for advancement in an occupation that requires home economics knowledge and skills. Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) leadership activities are included as an integral part of the instruction to expand and reinforce learning experiences. Organized classroom instruction may be offered in formal or informal settings and is combined with either supervised laboratory or paid or unpaid community-based work experience to develop competencies as required for the specific occupation(s).

HERO Program Curricula

The HERO program curricula should be based on local labor market needs. The training should be focused on one or more specific job titles as identified in the *Dictionary of Occupational Titles (D.O.T.)* and selected by the educational agency to meet local needs. The instructional code area selected for the HERO program must be based on the job titles identified in the *D.O.T.* A complete listing of the HERO program code areas is included on the following pages. This list is taken directly from *A Classification of Instructional Programs* (National Center for Educational Statistics, Washington, D.C., 1981). Please note that 09.02 codes are indicated as 20.02 through 20.06 because of a revision of codes by the U.S. Department of Education.

Because of the potential for variation within the four-digit and six-digit code areas, HERO program topical outlines have not been developed for this publication. The Home Economics Education Programs staff has prepared a checklist of procedures to be followed in developing a HERO program curriculum.

HERO Curriculum Development Procedures

The HERO program curriculum should be developed as follows:

1. Research local, state, and federal job market data to identify specific job titles that suggest job placement opportunities for program completers.
2. Determine the correct code area for the HERO program in *A Classification of Instructional Programs.*
3. Determine whether the program will prepare students for entry-level employment, advanced training, or retraining.
4. Conduct and/or validate previously completed occupational analyses on the job titles selected for the program. Curriculum planners should note the following:

- An occupational analysis consists of finding out what functions and tasks are included in a given job. The analysis also includes identifying the essential skills, knowledge, and understanding workers are required to have to perform on the job.
- The information can be found by researching publications such as the *Dictionary of Occupational Titles* and *The Occupational Outlook Handbook*. Additional information can be gleaned through local advisory committee input, interviewing workers, and by researching existing job and task inventories.

5. Compile a list of the identified job title competencies.
6. Review the list of competencies for each job title and determine the specific occupational competencies common to all of them. For example, sanitation and safety principles are applicable to a wide variety of food service jobs. Planners should note the following:
   - The material might be taught in a separate introductory or core course. If the core competencies are taught in a separate course, the HERO program would consist of two courses.
   - The core should also include general occupational competencies. These are best described as those skills, concepts, and attitudes needed by all workers regardless of their occupations or specific jobs. Some examples of topics in this category are employer-employee relations, occupational guidance, and job interviewing.
7. Review the list of competencies for each job title and identify those concepts, skills, and attitudes that are highly specialized and relate directly to (a) a single job classification, e.g., short order cook; and (b) the specific requirements of the training station(s).
8. Use the competencies to develop objectives for the instructional program.
9. Develop lesson plans and training plans that have unmistakable instructional objectives and that are directly related to the core or the specific job competencies of a job title.
10. Develop and coordinate laboratory and/or community-based job training experiences that directly relate to the core and/or to specific job competencies.

The following instructional programs have been classified by the National Center for Educational Statistics in the U.S. Department of Education:

National Center for Educational Statistics Classification of Instructional Programs

Prepare individuals for occupations in child care and guidance.

20.02

Child Care and Guidance Management and Services—A group of instructional programs that prepare individuals for occupations in child care and guidance, foster care/family day care, and teacher assistance, often under the supervision of professional personnel. Instruction is given in child growth and development; nutrition; program planning and management; safety and behavior guidance; recreational and play activities; child abuse and neglect; parent-

child personal relationships; learning experiences for children; interpersonal relationships; and laws, regulations, and policies relating to child-care services and maintenance of children's environments.

20.0201
Child Care and Guidance Management and Services, General—An instructional program that generally prepares individuals for occupations in child care and guidance, foster care/family day care, and teacher assistance, often under the supervision of professional personnel. Instruction is given in child growth and development; nutrition; program planning and management; safety and behavior guidance; recreational and play activities; child abuse and neglect; parent-child personal relationships; learning experiences for children; interpersonal relationships; and laws, regulations, and policies relating to child-care services and maintenance of children's environments.

20.0202
Child Care Aide/Assistant—An instructional program that prepares individuals to assist with the care and guidance of infants and young children under the supervision of professional personnel. Instruction is given in planning, organizing, and conducting activities which promote physical, interpersonal, motor, mental, and social growth; and development of acceptable behavior, cleanliness, eating, playing, resting, and toilet habits. Programs prepare individuals as child-care assistants to assume major responsibilities for caring and guiding the development of young children or as child-care aides to work under the direction of child-care assistants or professionals. Instruction also is given in supervision of other child-care personnel.

20.0203
Child-Care Management—An instructional program that prepares individuals to develop and manage effective child-care programs by providing instruction in the management of financial operations; selecting and/or developing facilities; selecting staff and staffing patterns; providing staff development opportunities; developing a total program for children; and working with parents, community agencies and organizations, and others concerned with children.

20.0204
Foster Care/Family Care—An instructional program that prepares individuals to assume the duties of a foster parent or skilled family day care worker under the supervision of the sponsoring agency. Instruction is given in child growth and development; special needs of deprived or handicapped children; health and safety; nutrition; program/play activities; parental involvement; and laws, regulations, and policies related to family day care services.

20.0205
Teacher Aide—An instructional program that prepares individuals to assist a teacher in conducting and carrying out the objectives of a child-care program(s) within the context of the school or particular setting. Instruction is given in program planning

for a child's development, playground activities, the health and safety of children, and administrative and managerial activities.

20.0299
Child Care and Guidance Management and Services, Other—Any instructional program in child care and guidance management and services not described previously

20.03
Clothing, Apparel, and Textiles Management, Production, and Services—A group of instructional programs that prepare individuals for occupations concerned with the entire spectrum of clothing, apparel, and textiles management, production, and services. Instruction is given in clothing construction; fabric and fabric care; pattern design; principles of clothing construction and selection; fitting and alterations of ready-to-wear garments; custom tailoring; clothing maintenance; and textiles testing.

Help individuals prepare for occupations related to clothing, apparel, and textiles management, production, and services.

20.0301
Clothing, Apparel, and Textiles Management, Production, and Services, General—An instructional program that generally prepares individuals for occupations concerned with the entire spectrum of clothing, apparel, and textiles management, production, and services. Instruction is given in clothing construction; fabric and fabric care; pattern design; principles of clothing construction and selection; fitting and alterations of ready-to-wear garments; custom tailoring; clothing maintenance; and textiles testing.

20.0302
Clothing Maintenance Aide—An instructional program that prepares individuals to repair and clean garments and accessories in accordance with customer preferences. Instruction is given in examining garments to determine types of repair, alteration, or cleaning needed; fitting and marking garments for correct repairs; making repairs; assisting with laundering and dry-cleaning of garments; pressing garments; labeling and bagging garments; assisting in keeping records; keeping shop orderly and clean; and constructing garments in commercial garment or apparel factories as needed.

20.0303
Commercial Garment and Apparel Construction—An instructional program that prepares individuals to design and construct ready-to-wear garments and apparel. Instruction is given in designing and drafting patterns for standardized sizes; selecting appropriate fabric; cutting of fabric with commercial cutting equipment; stitching fabric on commercial power sewing equipment; applying finishes and notions to garments and apparel; and pressing and packing garments or apparel.

20.0304
Custom Apparel/Garment Seamstress—An instructional program that prepares individuals to construct, alter, and prepare garments to customer specifications. Instruction is given in knowledge of fibers, textiles, fabrics, and notions; understanding and applying metrication in measuring and fitting as may be

necessary; constructing, altering, and preparing garments for women, men, and children in accordance with customer specifications; using standard or power sewing machines or various hand stitches; designing, making, and fitting patterns to individuals; laying out patterns on the fabric; cutting out fabric with hand- or power-driven scissors or shears; basting fabric pieces together; fitting garments to customers; sewing fabrics together with specific seam finishes for particular fabrics; refitting and adjusting garments to customers; finishing by hand- or power-operated equipment; and pressing to remove wrinkles and smooth seams, collars, cuffs, and so forth.

20.0305
Custom Tailoring and Alteration—An instructional program that prepares individuals to construct, alter, and repair men's, women's, and children's garments. Instruction is given in selection of design, fabric, and notions to customer specifications; taking measurements and fitting; preparing patterns; cutting, sewing, and altering by hand; and/or finishing of garments.

20.0306
Fashion/Fabric Coordination—An instructional program that prepares individuals to assist in coordinating garments for various occasions. Instruction is given in fashion design, trends, characteristic styles, and merchandising; describing to customers the garment construction, quality, and fiber content; care and durability; selecting current fashion for figure types; fitting garments on customers; planning and presenting fashion shows, developing fashion displays; assisting home seamstresses with construction techniques; advising on quantity of fabric needed; measuring and cutting fabric; ordering, receiving, and displaying fabric and merchandise; keeping shop and store clean and orderly; and taking inventories and replenishing stock.

20.0307
Textiles Testing—An instructional program that prepares individuals to select and use correctly tools and equipment for specific textiles tests under the direction of clothing or textile technicians. Instruction is given in identifying qualities of various fibers, yarns, and fabrics; collecting and testing fiber slivers, roving, and yarn of fabric samples; making elementary statistical calculations; recording test results; comparing test results with samples or prepared standards; reporting variation from standards to director of quality control; checking and calibrating various testing instruments using metrication; and keeping laboratories clean.

20.0308
Wedding/Specialty Consulting—An instructional program that prepares individuals to advise individuals and/or families in the preparation for weddings. Instruction is given in wedding etiquette; selection of attire for bride, groom, attendants, and others; fitting and marking garments for needed alterations; assisting in selection of invitations, flowers, linens, and other home accessories; working with caterers and photographers; keeping records of gifts; constructing, displaying, and selling wedding attire; and conducting wedding fashion shows.

20.0399
Clothing, Apparel, and Textiles Management, Production, and Services, Other—Any instructional program in clothing, apparel, textiles management, production, and services not described previously

20.04
Food Production, Management, and Services—A group of instructional programs that prepare individuals in managerial, production, and service skills used in institutional, commercial, or self-owned food establishments or other food industry occupations. Instruction is given in planning, selecting, storing, purchasing, preparing, and serving quantity food and food products; nutritive values; safety and sanitation precautions; use and care of commercial equipment; serving techniques; special diets; and management of food establishments.

Prepare individuals for occupations related to food production, management, and services.

20.0401
Food Production, Management, and Services, General—An instructional program that generally prepares individuals in managerial, production, and service skills used in institutional, commercial, or self-owned food establishments or other food industry occupations. Instruction is given in planning, selecting, storing, purchasing, preparing, and serving quantity food and food products; nutritive values; safety and sanitation precautions; use and care of commercial equipment; serving techniques; special diets; and management of food establishments.

20.0402
Baking—An instructional program that prepares individuals to engage in the preparation of bakery food products for use in commercial food establishments, for retail distribution or for special functions. Instruction is given in making, freezing, and handling baked products; decorating; counter display; and service and packaging of bakery products.

20.0403
Chef/Cook—An instructional program that prepares individuals to engage in the preparation and cooking of a variety of foods to maintain nutritive values and quality control. Instruction is given in the determination of quantity of food to be prepared and the size of servings for different types of food services; the use and care of commercial equipment; adherence to sanitation procedures for storage, preparation, and service of foods; the observation of health, safety, and sanitary precautions in the cooking areas; and the use of equipment or utensils.

20.0404
Dietetic Aide/Assisting—An instructional program that prepares individuals to utilize nutritional knowledge in preparing and serving meals to individuals with specific dietary needs under the direction of a professional dietitian. Instruction is given in selecting and using specific pieces of equipment for particular tasks in food preparation and services; preparing and serving simple foods in accordance with dietitian's instructions; examining assembled trays for conformance with diet regulations and nutritional values; handling foods, beverages, equip-

ment, utensils, and table settings in order to prevent contamination; observing safety and sanitary standards and regulations; following appropriate emergency procedures; and assisting in the management of dietary facilities. The program prepares dietetic aides to work under the direction of an assistant and a professional dietitian in performing the less complicated dietetic tasks. The program prepares dietetic assistants to work under the direction of a professional dietitian.

20.0405
Food Catering—An instructional program that prepares individuals to engage in booking, planning, and managing the preparations and service of food for special occasions. Instruction is given in arranging for equipment, tables, decorations, and entertainment; arranging for transportation of food and equipment; supervising cleanup; assisting in taking inventories; storing food and supplies; observing safety precautions; and following food handling procedures as specified by health and sanitation regulations. The program prepares individuals both as food caterers who perform managerial tasks and are recognized as experts in specialty food preparation and products and as food-caterer aides who work under the direction of food caterers.

20.0406
Food Service—An instructional program that prepares individuals to select, purchase, prepare, or produce food in quantities; preserve nutritive value of foods; follow standard recipes for quality control; prepare and serve quantity foods; receive, store, and issue foods and supplies; select and use commercial equipment for production and services; observe safety precautions and sanitation regulations; store and handle food and equipment; clean food preparation and service areas; take inventories; and work in or manage food-service establishments.

20.0407
Food Testing—An instructional program that prepares individuals to select and correctly use proper tools and equipment for specified food tests, usually under the direction of food scientists, technicians, or home economists. Instruction is given in identifying qualities of various foods; collecting and testing food samples as directed; making elementary statistical calculations; recording test results; comparing test results with samples or prepared standards; reporting variations from standards to director of quality control; and checking and calibrating various testing instruments.

20.0408
School Food Service—An instructional program that prepares individuals for overall planning, supervising, purchasing, preparing, and serving foods and food products in school food-service establishments. Instruction is given in planning appetizing and nutritional menus suitable for school-age students; creating an enjoyable and pleasant environment for serving of foods; recording meals served and food used on a daily basis; taking inventory of supplies and equipment; assisting in cleaning school food-service facilities; and performing dishwashing tasks and storing equipment and food in accordance with health, safety, and sanitation regulations.

20.0499
Food Production, Management, and Services, Other—Any instructional program in food production, management, and services not described previously

20.05
Home Furnishings and Equipment Management, Production, and Services—A group of instructional programs that prepare individuals in the entire spectrum of home furnishings and equipment. Instruction is given in assisting purchasers in selecting and maintaining suitable home furnishings and/or equipment; assisting interior designers, decorators, or professional home service directors; making slipcovers, draperies, curtain and window treatments, and upholstery; and designing accessories such as floral arrangements or decorations.

Help individuals prepare for jobs in home furnishings and equipment management, production, and services.

20.0501
Home Furnishings and Equipment Management, Production, and Services, General—An instructional program that generally prepares individuals in the entire spectrum of home furnishings and equipment. Instruction is given in assisting purchasers in selecting and maintaining suitable home furnishings and/or equipment; assisting interior designers, decorators, or professional home service directors; making slipcovers, draperies, curtain and window treatments, and upholstery; and designing accessories such as floral arrangements or decorations.

20.0502
Custom Drapery and Window Treatment Design/Making—An instructional program that prepares individuals to custom design and construct draperies and other window treatments. Instruction is given in art principles, color design, textiles, fabrics, and finishes; selecting appropriate fabrics; measuring and determining materials needed; determining cost of materials and labor; constructing various types of draperies and other window treatments; using chemical or other finishes to prolong the life of fabrics; and installing draperies or other window treatment fixtures and other materials.

20.0503
Custom Slipcovering and Upholstering—An instructional program that prepares individuals to upholster, reupholster, repair, and slipcover home furnishing items in accordance with customer specifications. Instruction is given in art principles, color schemes, textures, designs, and textiles; selecting fabrics, trims, and finishes appropriate for the particular item(s); measuring and determining cost of materials and labor; identifying and using chemical treatments that prolong the life of fabrics or materials; and constructing and using the latest techniques and methods of upholstering, reupholstering, repairing, and slipcovering the various types of home furnishings.

20.0504
Floral Design—An instructional program that prepares individuals to design and fashion floral arrangements and decorations. Instruction is given in selecting appropriate containers, flowers, and accessories for special occasions or events such as weddings,

dinners, banquets, and holiday celebrations; working with consumers, decorators, or caterers to plan and design floral arrangements that are appropriate and within cost limitations; arranging various floral decorations for a variety of settings, including households and commercial businesses; and packaging and delivering the decorative arrangements.

20.0505
Home Decorating and Designing—An instructional program that prepares individuals in processing procedures, observations, and techniques essential to the development of designs for environments. The curriculum is designed to prepare individuals with competencies in planning, designing, and decorating artistic interiors for homes, apartments, condominiums, townhouses, commercial and institutional structures, and others as related to locality. Instruction is given in characteristics and performance of textiles; selection, arrangement, and maintenance of furniture and other accessories; decorating and designing skills; application of line, design, texture, color, shape, materials, and resources; factors influencing decorating and designing interior environments; exhibition decoration and design; working with clients and other sources of decorating services; interpreting plans; climate control; lighting; energy conservation; textiles; floors and floor covering; furniture; fixtures; and other accessories. Application of communication, computation, human relations, rules, regulations, and legislation may be included as applicable.

20.0506
Home Furnishing Aide—An instructional program that prepares individuals to assist customers in the selection of home furnishings and accessories to meet individual needs, preferences, and budgets. Instruction is given in how to assist interior designers and decorators in planning and decorating customer homes or offices; constructing draperies, window treatment items, and other home accessories; and coordinating arrangements of furniture, samples, and accessories in stores.

20.0507
Home-Service Assisting—An instructional program that prepares individuals to assist professional home-service directors in demonstrating various kinds of large and small appliances and/or household equipment to consumers; in selecting, using, and caring for equipment for maximum consumer satisfaction and energy conservation; and in the planning of kitchens, laundry areas, and other work places in homes, churches, community centers, schools, and other institutions.

20.0599
Home Furnishings and Equipment Management, Production, and Services, Other—Any instructional program in home furnishings and equipment management, production, and services not described previously.

20.06
Institutional, Home Management, and Supporting Services—A group of instructional programs that prepare individuals for occu-

pations in institutional and executive housekeeping. Instruction is given in hotel/motel housekeeping; commercial cleaning; provision of services to the aged in their homes and in institutions; assistance in the management of household tasks; and assistance to consumers in decision making in relation to housing, food, clothing, community resources, and other homemaking concerns.

Prepare individuals for occupations in institutional, home management, and supporting services.

20.0601
Institutional, Home Management, and Supporting Services, General—An instructional program that generally prepares individuals for occupations in institutional/executive housekeeping; hotel/motel housekeeping; commercial cleaning; provision of services to the aged in their home and in institutions; assistance in the management of household tasks; and assistance to consumers in decision making in relation to housing, food, clothing, community resources, and other homemaking concerns.

20.0602
Companion to the Aged—An instructional program that prepares individuals to assist aged persons with personal, social, and business affairs, including grooming and dressing; care for clothing and household linens; preparation and service of meals; practice of safety measures to prevent accidents; keeping house; answering correspondence and paying bills; outings for exercise or social activities; and reading, playing games, playing cards, or other entertainment activities. The program prepares individuals to perform other duties to protect or promote the well-being of the aged/elderly by assisting them in living independently in their own homes, thus preventing adverse effects of isolation and loneliness.

20.0603
Consumer Aide/Assisting—An instructional program that prepares individuals to assist consumers in making wise and satisfying selections and rational decisions in the marketplace. Instruction is given in preparing menus or recipes using food specials or in-season foods; posting unit costs; demonstrating new food products and equipment; advising consumers on the use, care, and storage of products and equipment; preparing information exhibits, displays, and handouts; performing personal shopping services; and performing other activities that are appropriate in meeting the needs of consumers.

20.0604
Custodial Services—An instructional program that prepares individuals to clean and care for buildings; fixtures; furnishings; floor surfaces such as linoleum, plastic, terrazzo, tile, rugs, and wood; and wall coverings such as panel, paint, plastic, wood, and synthetic materials. Instruction is given in using and caring for tools; dusting, wet mopping, scrubbing, waxing, and refinishing surfaces; cleaning toilets, windows, and walls; applying various cleaning agents, protective coatings, and disinfectants; scheduling work; and purchasing custodial supplies.

20.0605
Executive Housekeeping—An instructional program that prepares individuals to clean and care for floors, floor coverings,

walls, woodwork, windows, window treatments, furnishings, and equipment; make beds; launder and store household linens; and use cleaning and sanitizing compounds, fluids, and chemicals correctly to protect health and safety of individuals. Advanced instruction and training prepare learners to assume executive housekeeping duties such as establishing standards and procedures for housekeeping staff; planning work schedules; making recommendations to management for repairs, replacement, or relocation of furnishings, equipment, or space; keeping inventories of supplies and equipment; and evaluating performance of staff with recommendations for promotion or dismissal.

20.0606
Homemaker's Aide—An instructional program that prepares individuals to assist homemakers in the management and operation of the home. Instruction is given in the care and guidance of children; care of the aged or convalescent; meal planning, marketing, and food preparation and service; laundering and caring for clothing and household linens; cleaning and caring for home furnishings, household furnishings, and household equipment; overall management and decision making; and interpersonal relationships.

20.0607
Therapeutic Recreation Aide—An instructional program that prepares individuals to assist a therapeutic recreation technician in providing recreational activities to patients. Instruction may be given in collecting, setting up, ordering, and storing equipment and supplies; maintaining records; escorting patients between nursing units and therapy centers; and maintaining cleanliness and order in treatment areas.

20.0699
Institutional, Home Management, and Supporting Services, Other—Any instructional program in institutional, home management, and supporting services not described previously

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